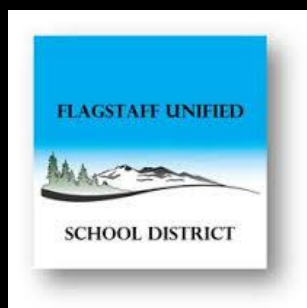
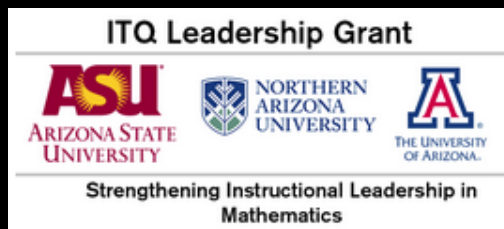
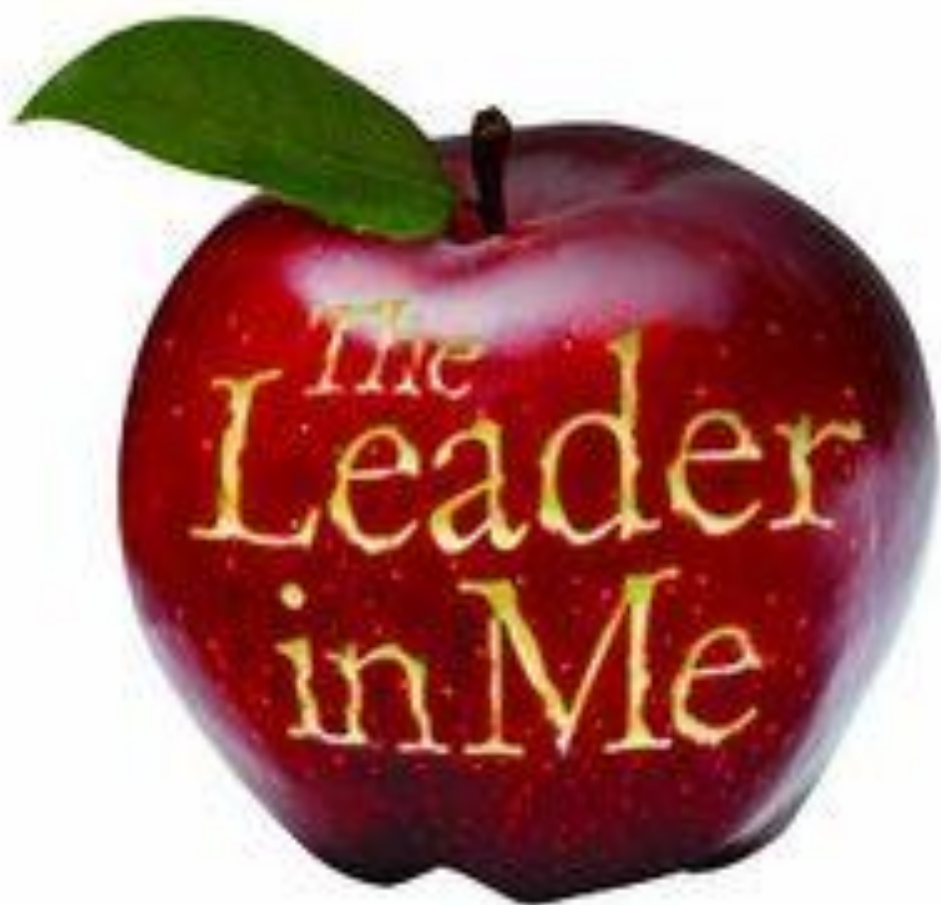


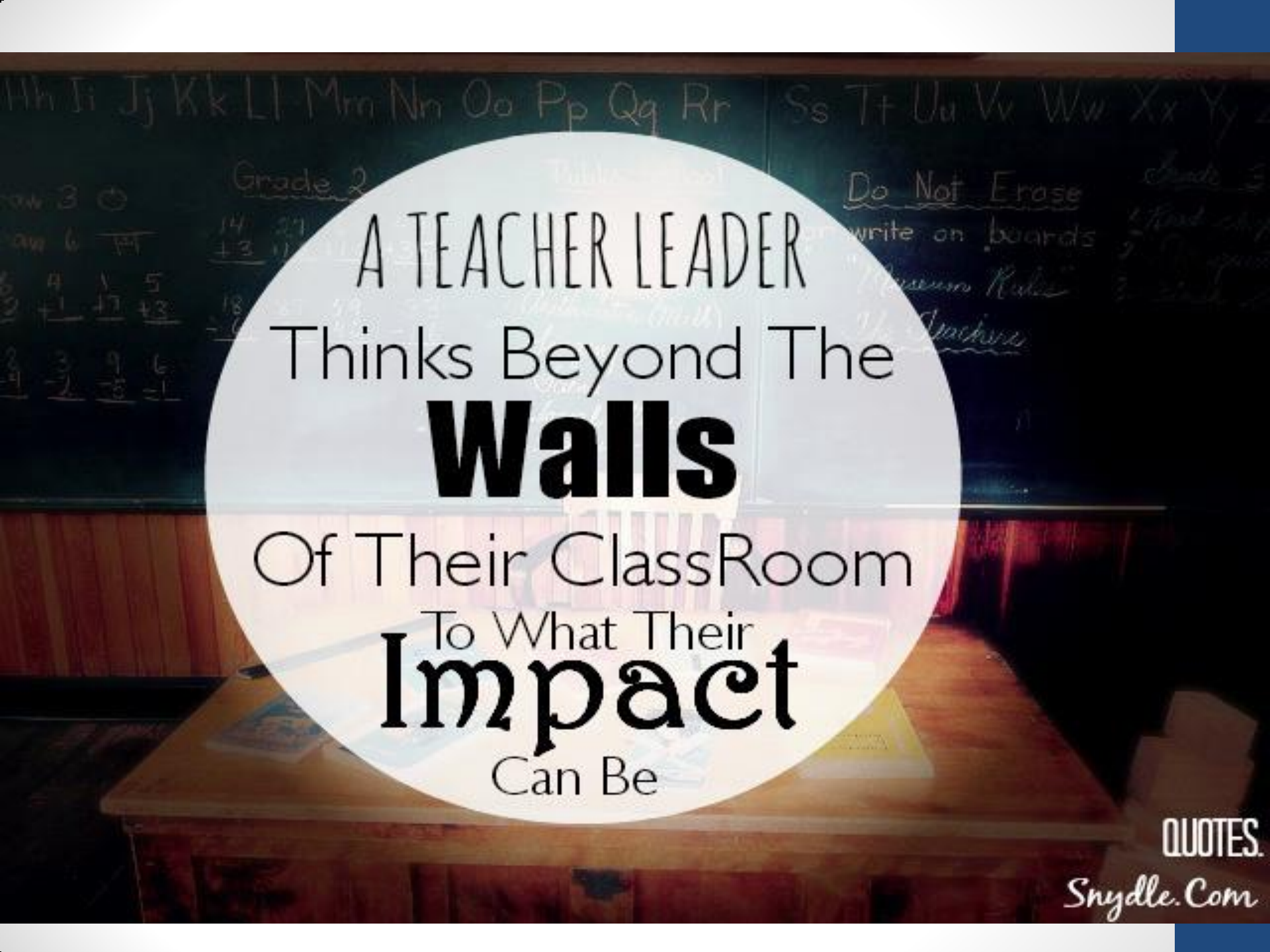
# Leading Change Through Shared Instructional Leadership



*2014-15*







A TEACHER LEADER  
Thinks Beyond The  
**Walls**  
Of Their Classroom  
To What Their  
**Impact**  
Can Be

“Instead of looking to the principal alone for instructional leadership, we need to develop leadership capacity among all members of the school community.”

Linda Lambert, ASCD 2002

# U.S. Department of Education's new initiative

The logo for the 'Teach to Lead' initiative. The word 'TEACH' is in large, bold, orange capital letters. The word 'LEAD' is in large, bold, blue capital letters. Between the two words is a graphic of an open door. The door frame is orange, matching 'TEACH', and the door itself is blue, matching 'LEAD'. The word 'TO' is written in small, black, sans-serif capital letters inside the door opening.

**TEACH TO LEAD**

# NCSM-National Council of Supervisors of Mathematics, PRIME Leadership Framework, 2008

## 4 Essential Principles

1. Equity
2. Teaching and Learning
3. Curriculum
4. Assessment

## Stages of Leadership Development

Stage 1: Leadership of Self

Stage 2: Leadership of Other

Stage 3: Leadership in the Extended Community



“Leading From the Front of the Classroom: A Roadmap for Teacher Leadership that works”,  
The Aspen Institute , 2014

ASCD-Whole Child Symposium on Teacher Leadership, Fall 2014

Teacher Leader Model Standards created by a consortium with a wide base

# Shared Leadership Model in Flagstaff USD



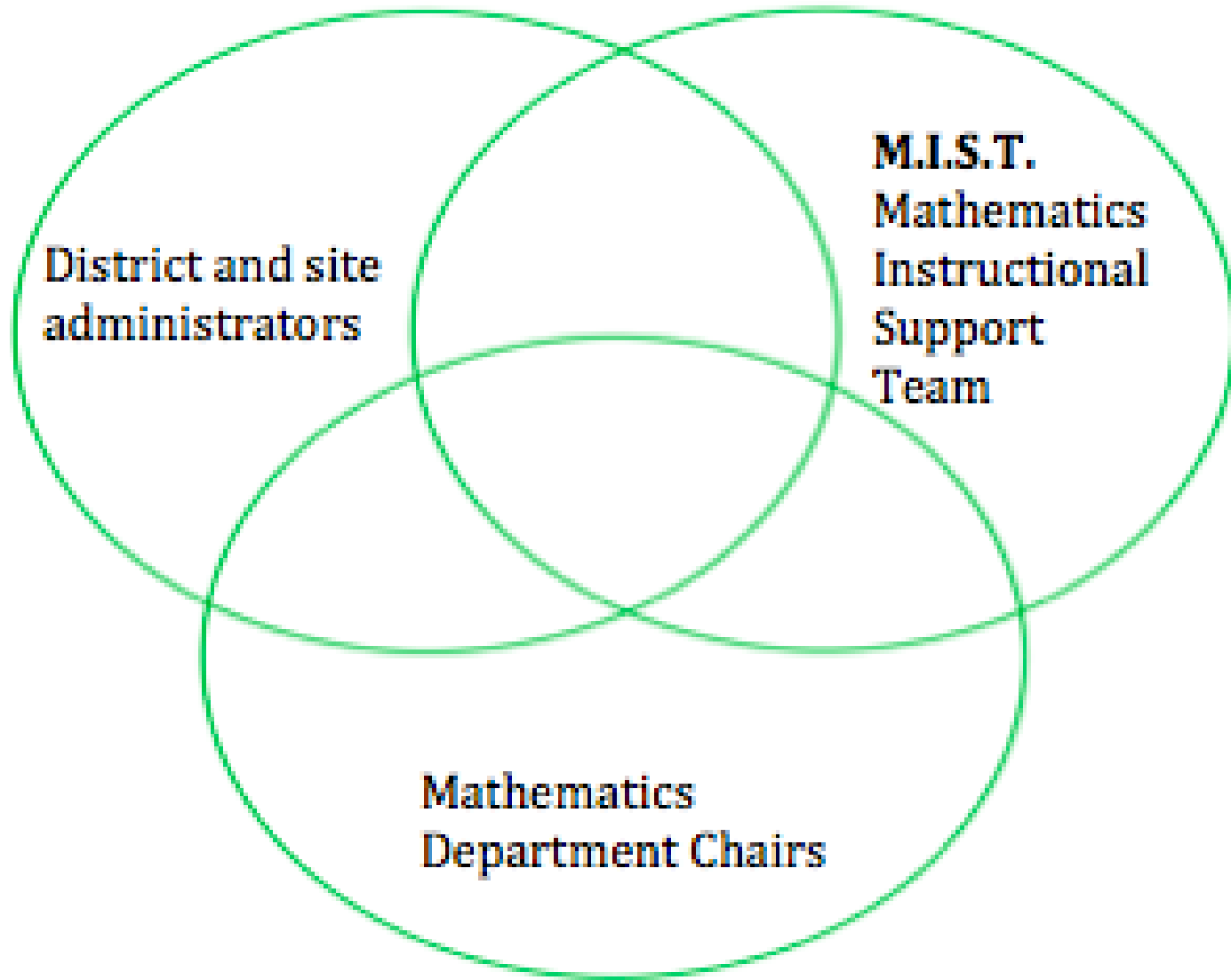


## Mathematics Leadership Team

District and site  
administrators

**M.I.S.T.**  
Mathematics  
Instructional  
Support  
Team

Mathematics  
Department Chairs



# Build the Capacity of Instructional Leadership in Mathematics at FUSD

## 3 Key Shifts in the mathematics standards

- 8 Mathematical Practices (student)
- Mathematics Teaching Practices (for teachers)
  - Promote Productive Struggle, Use and Connect Multiple Representations, Facilitate meaningful Discourse...
- Shared understanding of high quality mathematics instruction (admin and teachers)
- Systemic change models
- Bridges Transition Model
- Coaching basics
- Explicit connections to the district observation/evaluation tool
- Mathematics Instructional Resources Review Team

# One School-Based Team

- Traci Elam-Gordan principal of Sturgeon Cromer elementary school
- Diane Immethun 3<sup>rd</sup> grade teacher and member of the MIST

# Shared Leadership Model in Sunnyside USD



Roxana Rico, Director of Elementary Schools  
Christie McDougall, Mathematics Coordinator  
Maggie Hackett, Mathematics Coach  
Members of Mathematics Leadership Cadre

**Lynnette Brunderman, Associate Professor**  
University of Arizona College of Education



# Mathematics Leadership Institute

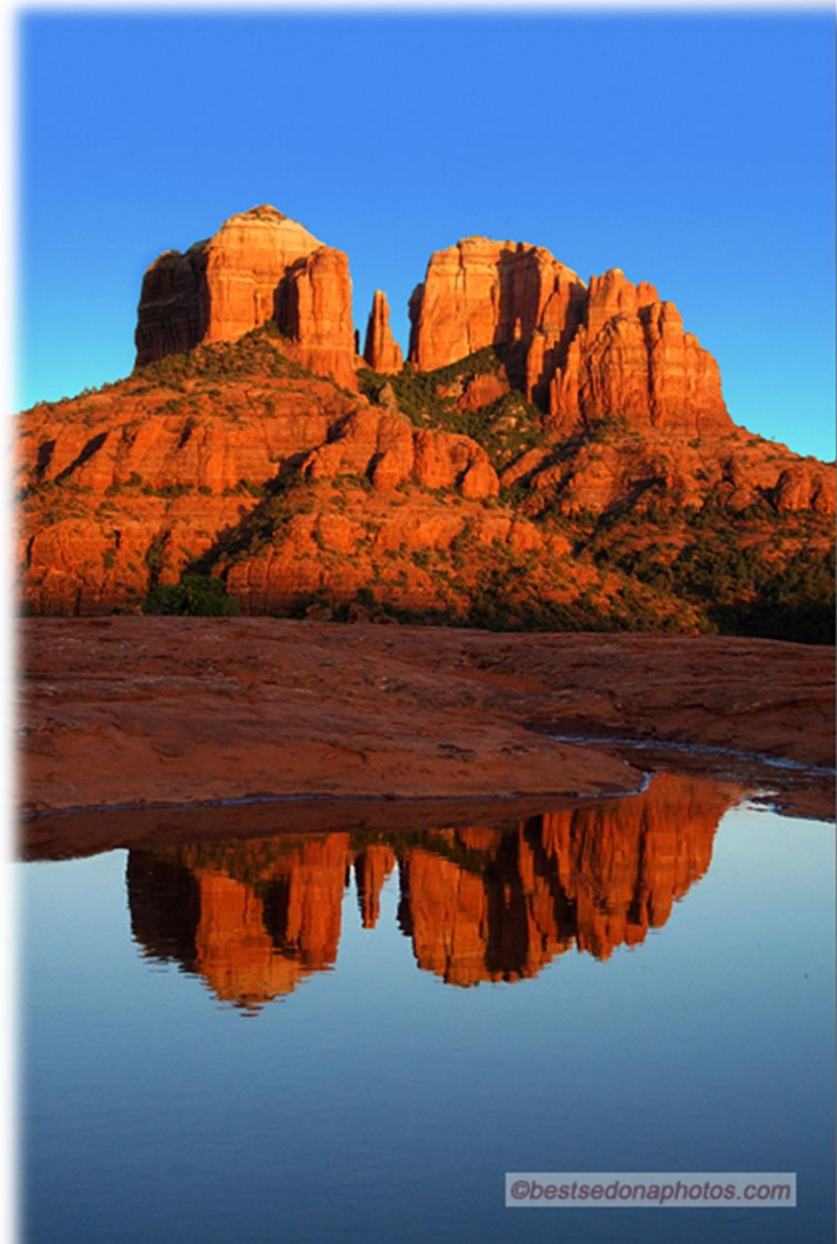
- ***2 day institute for leadership teams***
  - Summer of 2014
  - Principals and other site administrators, site-based coaches, teacher leaders, and district leadership
- ***Outcomes of the institute***
  - Build deeper understanding of the shifts and expectations in the Arizona College and Career Ready Mathematics Standards
  - Provide tools for messaging about standards to teachers, parents, and community members

# Mathematics Leadership Cadre

- After the summer mathematics leadership institute, principals requested support in sharing the same experience with all their teachers
- Schools were clustered and schedule was set for the delivery of six mathematics professional development sessions during early release Wednesdays for 2014-2015 school year
- Teams for each cluster were identified to attend six trainer of trainer sessions and facilitate professional development sessions. Teams were comprised of 6 to 8 members and included administrators, coaches, and teacher leaders.

# Cadre Reflections

- What were your experiences with the mathematics leadership cadre as a learner? As a facilitator?
- What impact did your participation in the mathematics cadre have on your role and your site?



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# Next Steps



- ***How can we continue to build teacher leadership?***
  - Plan to continue with coach specific mathematics training
  - Establish grade level teacher leader cadres with one member from each school at each grade level for 2015-2016 school year
  - Establish mathematics PLCs at all sites at all grade levels
- ***How might you get started with teacher leadership in mathematics in your school or district?***

